



The Rhode Island Beginning Teacher Induction Program

November 27, 2012
RTTT Steering Committee



Rhode Island Department of Elementary and Secondary Education



Teachers are not “finished products” when they complete a teacher preparation program. Strong residency and mentored induction experiences during their initial years in the classroom provide beginning teachers with invaluable support as they lay the groundwork to become accomplished teachers. A well-planned, systematic induction program for new teachers is vital to maximize their chances of being successful in any school setting...

No Dream Denied
National Commission on Teaching and America's Future
Washington, DC, January 2003



Rhode Island Department of Elementary and Secondary Education



From Mentoring to Induction

Current District Mentor Programs

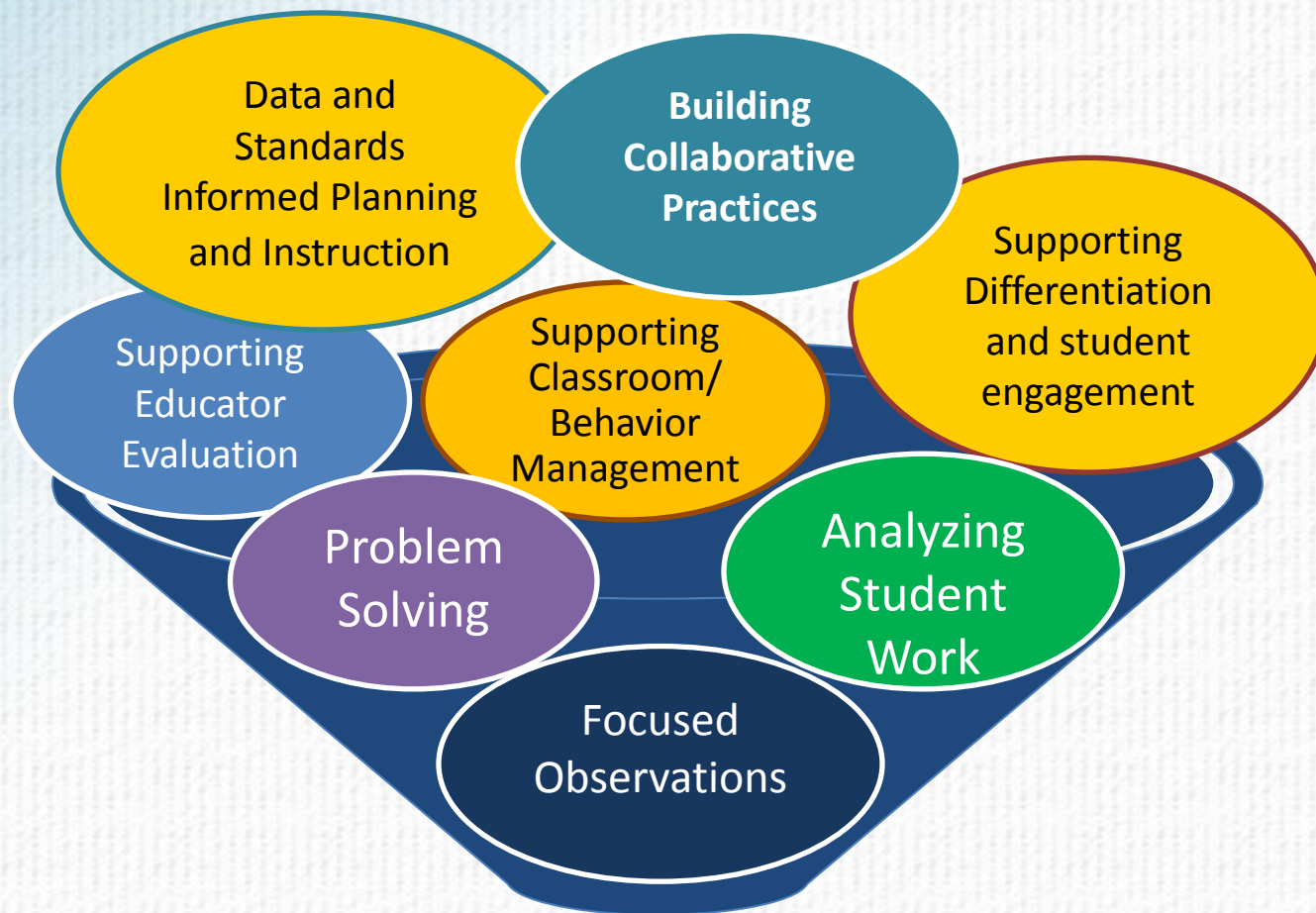
- Limited resources and structures to fully support mentor programs
- Difficulty to find time within schedules for meetings, collaborating, observing, etc.
- Inequitable mentoring across districts

RI Teacher Induction Program

- Fully Released Regional Induction Coaches
- Carefully selected coaches supported with rigorous and ongoing professional development
- Formative assessment of teachers aligned with professional standards
- Accountability for coaches and teachers
- Equitable, calibrated, and consistent support
- Recommended two year model

Why Induction?

- Instructionally focused and data driven support
- Improved and accelerated teacher performance
- Increased student achievement
- Collaboration, ongoing learning, and accountability



Accelerated Beginning Teacher Growth

Increased Student Achievement

Typical Day of an Induction Coach

Average time spent with beginning teacher is 90 minutes per week
Each Induction Coach has 15 teachers on their caseload

7:30-8:00 School 1 - Meet with beginning teacher 1 before school to preview lesson

8:00-9:00 Observe beginning teacher 1 lesson and collect data for a specific predetermined focus

9:00-9:30 Meet with Principal 1 to discuss district initiatives to focus on for new teachers

9:30-11:00 Observe beginning teacher 2 and then meet to analyze student work

11:00-12:00 Meet with beginning teacher 3 to create student data collection plan then observe lesson

12:00-12:30 Lunch

12:30-1:15 Meet with beginning teacher 3 during prep time to debrief lesson and data

1:15-1:30 Travel to School 2

1:30—2:00 Meet with Principal 2 and plan for beginning teacher to visit a veteran's teachers classroom

2:00-3:30 Visit beginning teacher 4 to observe lesson then discuss classroom management and student behavior

3:30-4:30 Attend faculty meeting at School 2



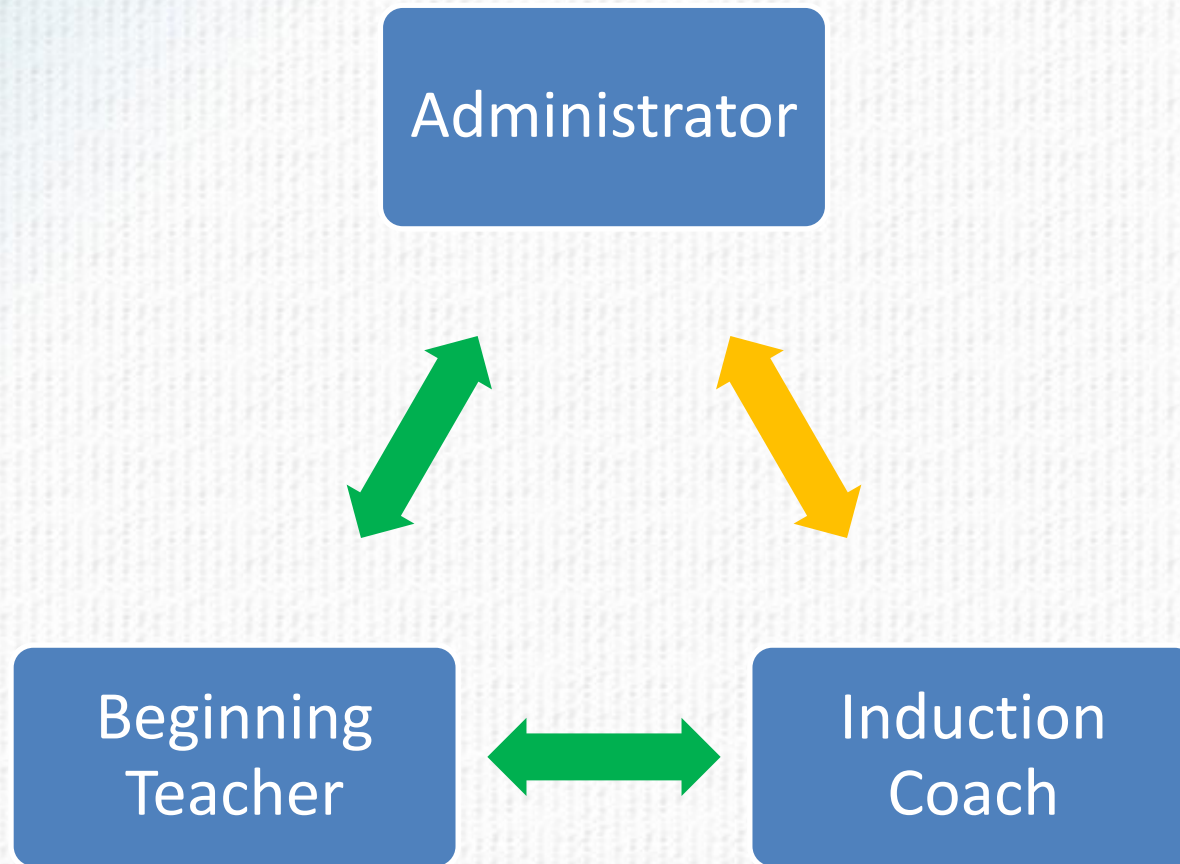
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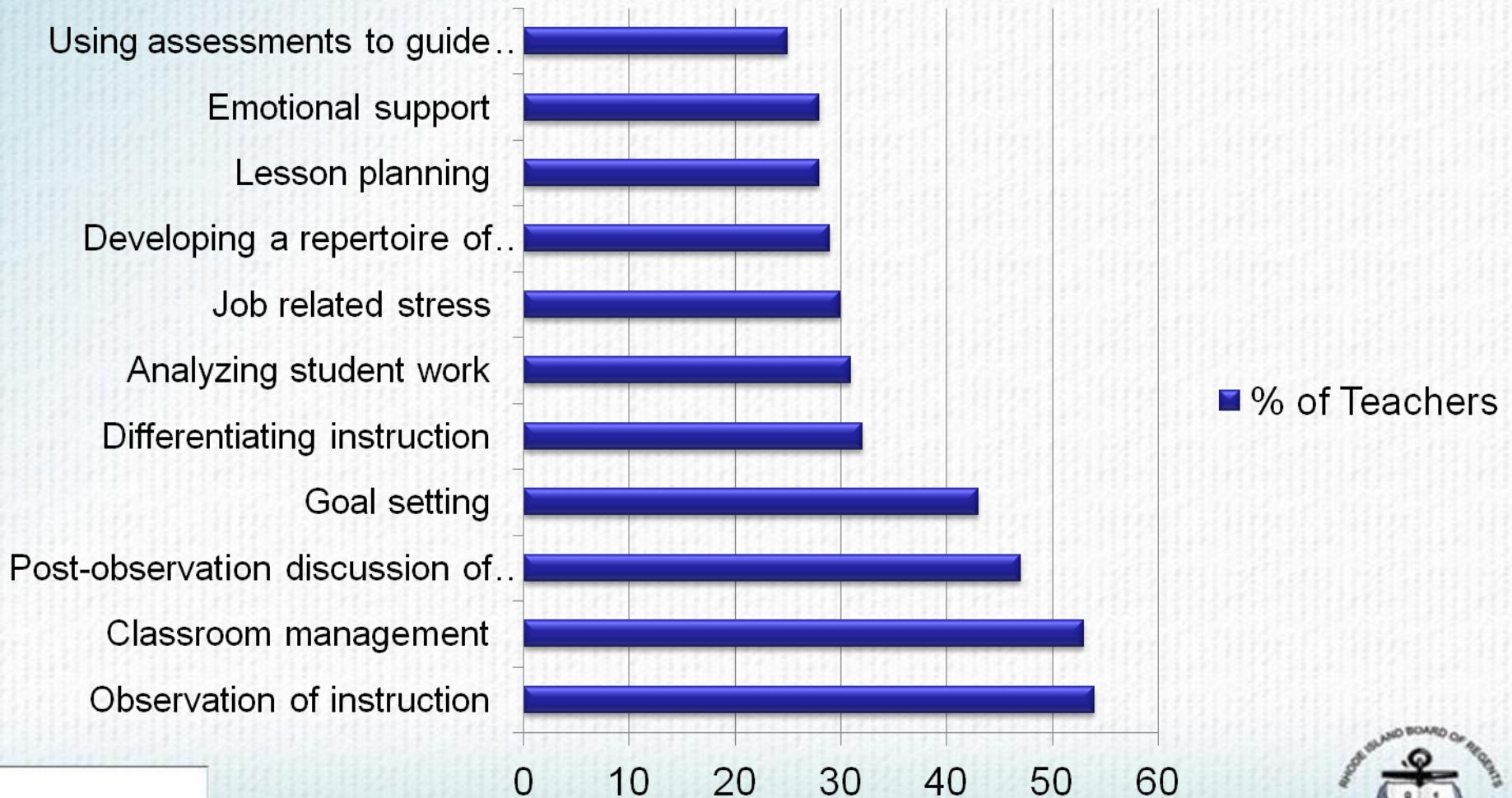
Data Collection

- Coaches collect data during every visit using formative assessment tools
- Data will be used to support the collaborative discussion between the coach and the beginning teacher to guide future planning and drive instruction
- Data is being collected to measure the impact of the Beginning Teacher Induction Program

Conversations, Relationships & Confidentiality



Beginning Teachers:
When I meet face to face with my coach, our work MOST often focuses on...



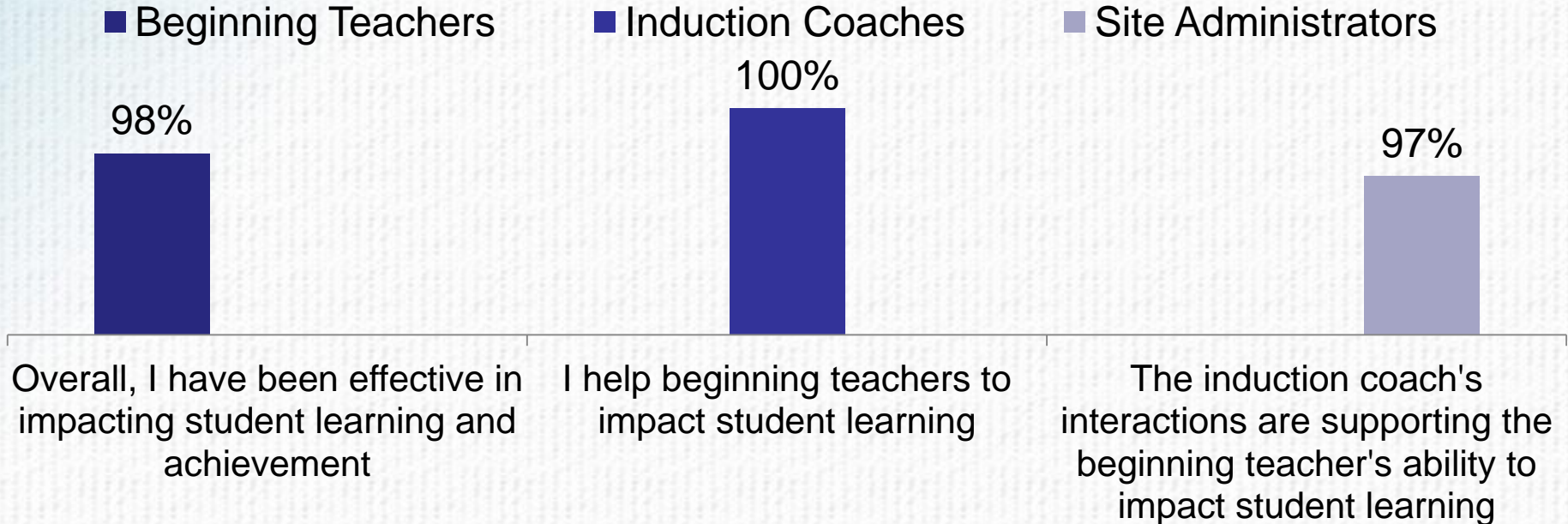
Comparison:

Induction Coach and Teacher Practice

<p>Beginning Teachers: Mentoring Activities that MOST positively foster student learning and achievement</p>	<ul style="list-style-type: none"> -<i>Classroom Management</i> -<i>Differentiating instruction</i> -<i>Developing repertoire of teaching strategies</i> -<i>Analyzing student work</i> -<i>Lesson planning</i> -Using student assessment to guide instruction -Deepening understanding of content/curriculum
<p>Induction Coaches: Areas of Greatest Efficacy</p>	<ul style="list-style-type: none"> -<i>Classroom management</i> -<i>Developing repertoire of teaching strategies</i> -<i>Lesson planning</i> -<i>Differentiating instruction</i> -<i>Analyzing student work</i> -Post-observation discussion of instruction -Working with parents

Program Quality: Impact on Student Learning

Responses from teachers, coaches and site administrators affiliated with the RI Beginning Teacher Induction Program demonstrate that the teachers and administrators agree that work with the coach is impacting student learning and achievement and the mentors agree that they are assisting in this area.

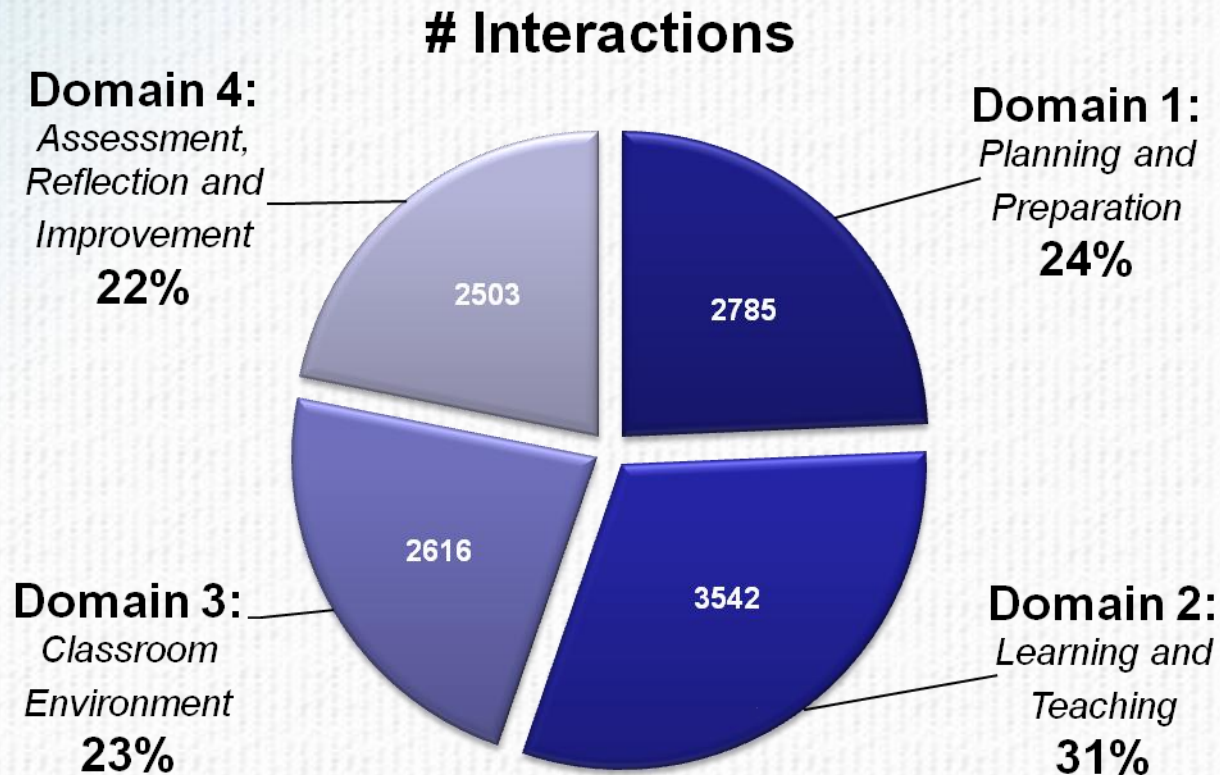


The Words of a RI Principal

“Having given a highly qualified educator the time (removed from the classroom) to meet and observe instruction on a regular basis has been invaluable. There is nothing trickier than when a coach still has a classroom and can never really meet with the new teacher during the school day. This system allows for a true picture of the struggles and successes of the new teacher and a time for immediate feedback. I have truly enjoyed seeing [the induction coach] when she visits [my school] and she has even affected the instruction of the veteran ... teachers! Thanks to her; [the beginning teacher] was able to share ideas for intervention block that were much appreciated by her colleagues.... I believe the coach has added to the PLC his new teacher is part of by encouraging her to work with the team and share what she knows.”

- RI Principal

Focusing on RI Evaluation Competencies: Interactions Per Domain



To Date

- 27 Induction Coaches
 - Each assigned 15-16 Beginning Teachers
- 429 Beginning Teachers
 - 170 Elementary and 257 Middle/High
- 28 Unassigned Beginning Teachers

RI Impact

With **412 Beginning Teachers** with an
Average of **20 Students Per Class**
being supported by
27 Induction Coaches

THE IMPACT IS

A minimum of **8,580 Students** will be reached to target
Student Achievement this year

“I think having an induction coach is completely necessary for all beginning teachers. I was lucky enough to be in a great school, with extremely helpful colleagues. However, I definitely believe that having an induction coach is extremely important. The teachers that are chosen to be coaches have obviously displayed an excellence in teaching, and I think that as educators, the best thing we can do is share this knowledge. Learning from the best will help produce the best. If RI would like to pride itself on excellent teachers, then these teachers need to be led by the best.”

-A RI Beginning Teacher from 2011-2012 from the Induction Survey (May 2012)



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Discussion Panel



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